Name: Rachel Fischhoff Grade: 5 Date: April 25-26

A Nation’s Hope

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| Lesson Sources: A Nation’s Hope, Matt de la Pena |
| Lesson Objectives: Students will strengthen their understanding of the social and political climate of the 1930s through close examination of Joe Louis’s life. |
| Standards: |
| Multicultural Content: |
| Materials and Advanced Preparation: post-ited book |
| Prior Knowledge and Skills Needed: |
| Key/New Vocabulary: |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 2 min | **1. Connection**   * I’m so excited to share this book with you today. For one, I think it is absolutely beautiful. The illustrations are by Kadir Nelson, whose work we have seen before. Secondly, I’m so excited to be reading a book that every single kid in the whole school is reading this month. And lastly, I think the story this book shares is so important. It fits right in with some of the other biographies we’ve been reading together. * This book tells the story of Joe Louis, a very famous African American fighter and what led up to his most well known fight against Max Schmeling. * Let’s read to find out more about Joe Lous and about the period this book takes place during. | Explain purpose of mini-lesson |  |
| 45 min max  (over 2 days) | **2. The Teaching (The Giving of Information):**   * “Jim Crow America” * *Jim Crow is a term we’ve encountered before in Marian’s story. It refers to the laws that kept white people and African Americans separate in this country after slavery ended.* * “the one man who put him on his back” * *this is telling me that Joe Louis has won a lot of fights, but lost before to this particular opponent.* * “Hitler’s master race” * *at the time of this fight, Adolph Hitler was the leader of Germany—a dictator, meaning he took power and people couldn’t vote him out of office anymore. He believed that Germans—Christian Germans—were better than all other people. He created laws that segregated, punished, and then killed people he didn’t like—Jewish people, black people, people with disabilities…* * **“**The weight of history” * *why? What does this mean?* * “Biggest stage yet” * *Why? Why had this fight attracted such a big crowd?* * **“**Didn’t speak until he was six…” * *What important information are we learning about Joe Louis and his life as a young man?* * “but Joe came back” * *How could we describe Joe? How did he react to these early setbacks?* * “Joe didn’t raise his gloves and gloat…” * *T&T: why? What does this tell us about this person—and this time in history?* * End Day One * “down a Harlem sidewalk” * *What do we know about Harlem? Who else spent time there?* * “Hitler’s German” * *what does that mean?* * “Devastated, he covered his face…” * *Why did JL cover his face?* * “filling concentration camps in Europe” * *Concentration camps were places where Nazis—Hitler’s government—sent people to be killed, especially Jewish people but others, too. People who disagreed with their politics, people who are sometimes called gypsies, but call themselves Romani, people who were gay or lesbian.* * “color was set aside” * *What does this mean? What might it look like in Jim Crow America?* * “Its fate seemingly all in Joe’s hands.” * *Predictions?* * “his corner man throws in the white towel…” * *Who is the corner man? What just happened?* | * Active listening * Responses * T&Ts | * Listening * Conferring |
|  | **5. Closing (at the share)**   * “But all of America dancing this time.” * *T&T: Why is Joe Louis’s story so powerful? Why did Matt de la Pena want to tell it?* * *Whole group: How is this story important to us today?* | * Whole group conversation | * Facilitate whole group conversation |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?